

# Caverna Independent District Leadership Assessment Report



04/08/2012 - 04/13/2012



# District Leadership Assessment Executive Summary

## Caverna Independent School District

4/8/2012 - 4/13/2012

Samuel Dick, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Caverna Independent School District during the period of 4/8/2012 - 4/13/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### District Deficiencies and Next Steps in Supporting its Low-Performing Schools

1. Deficiency	The superintendent has not established a professional culture.
Next Steps	The Caverna Independent Board of Education should identify and require the superintendent to participate in professional development to learn how to build an effective organizational culture. The board of education should ensure the superintendent implements the tenets of an effective organization (e.g., trust, honesty, fairness, equity, transparency) and collaboratively works with district and high school leadership teams to build a culture of trust and openness where all members of the district and high school leadership teams have a voice and their input and opinions are respected.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent has not established professional relationships with all district and high school employees.

Next Steps	The Caverna Board of Education should require the superintendent to establish professional relationships with employees and hold him accountable for ensuring all district and school leaders and staff members support each other and conduct themselves professionally. The superintendent should attend professional development activities regarding the essential characteristics of establishing and sustaining positive and productive professional working relationships and nurture those same relationships among others. The superintendent should diligently work to establish such relationships and treat all employees equitably, respectfully and honestly. His behaviors should set the tone for a positive environment, modeling professional mannerisms conducive to establishing a high level of collegiality.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The superintendent has not developed or articulated a formal plan to sustain academic progress at the high school beyond the School Improvement Grant phase.
Next Steps	The superintendent should collaborate with district and high school leadership to determine how the district will sustain the support currently provided through School Improvement Grant funds. The superintendent should actively participate in the instructional work of the district and collaboratively develop plans to build capacity at district and school levels beyond the tenure of the School Improvement Grant. The superintendent should keep the board of education informed of plans to sustain school improvement and seek their input and approval.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The superintendent seldom evaluates the extent to which allocated resources (i.e., human, fiscal and physical) are producing the desired impact.

Next Steps	The superintendent should collaborate with district and high school leadership to develop systems to monitor and quantifiably measure the impact of all resources (i.e., human, fiscal and physical) on instructional effectiveness and student learning. The Caverna Independent Board of Education should require regular updates, accompanied with findings from quantitative data analyses to determine whether resource allocations will be continued, modified or eliminated. The superintendent should ensure that all program directors and the high school principal have systems established to continuously monitor and evaluate results from programs, staff and resources.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The superintendent has not maximized the evaluation process to foster leadership capacity.
Next Steps	The superintendent should fully and consistently implement all aspects of the certified evaluation process. The superintendent should view the evaluation process as a critical component to individual professional growth and engage in ongoing and meaningful conversations with all administrators. The superintendent should view the evaluation process as ongoing rather than as an annual requirement. The superintendent should engage in cycles of continuous monitoring, coaching and providing specific and meaningful feedback to assist district leaders and the high school principal in improving and refining leadership skills necessary to build capacity for leading and supporting critical district and school change.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Caverna Independent**  
**KDE 2012 District Leadership Assessment Report**  
**At-a-Glance**

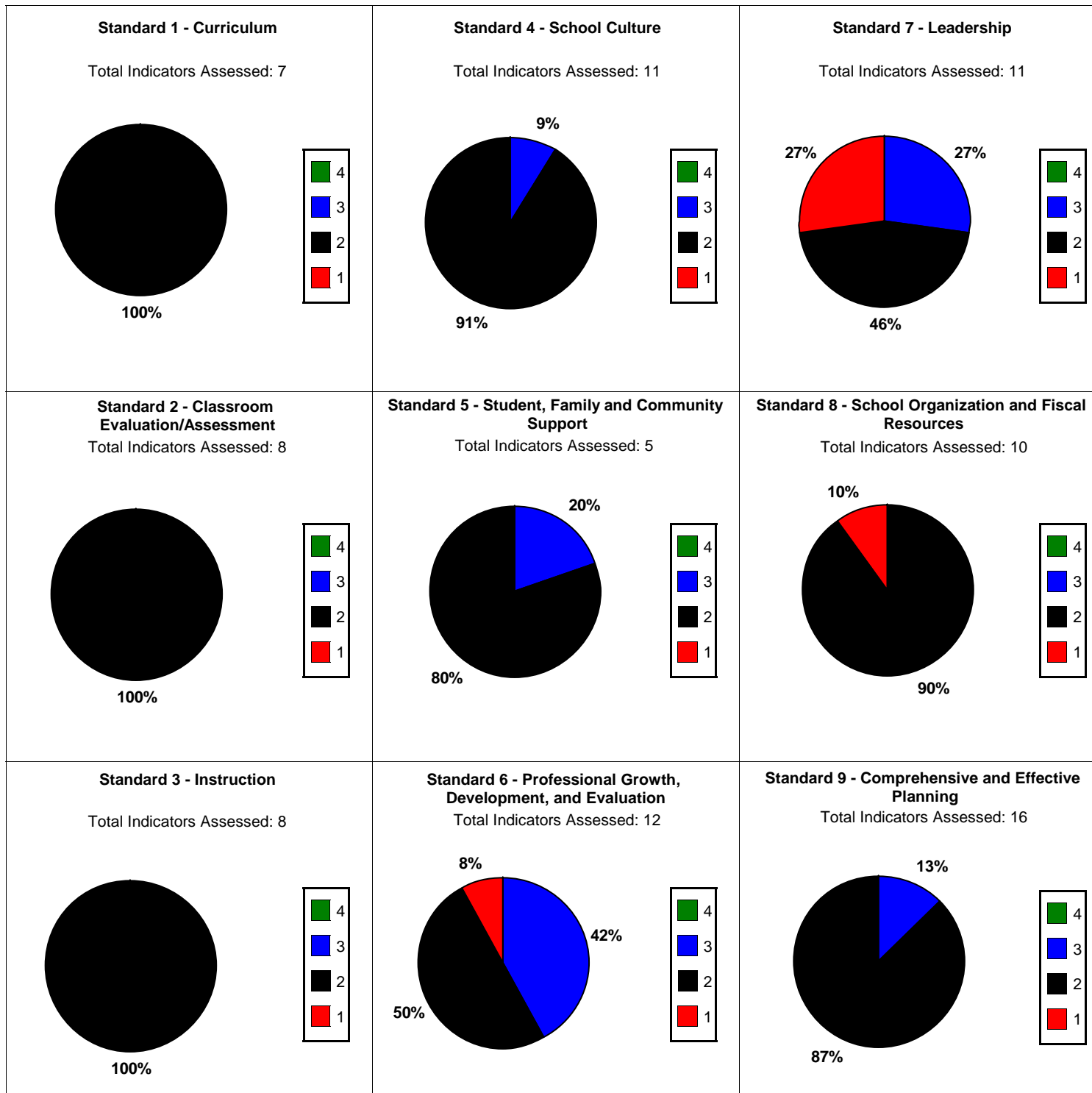
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



# 9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Caverna Independent

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

## Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

The district leadership assessment report contains many important findings district leadership should consider. It will be the task of district leadership to read and prioritize the results from this report to plan for improving student performance.

Carefully read the scholastic leadership assessment report for each school that triggered the district leadership assessment. Consider the implications of the report for each school's work and policies.

Build greater understanding of new approaches to professional development and address the ways that stakeholders will have to work differently to improve instruction.

Identify the implications of this report for stakeholders.

Acknowledge and address the fact that current practice does not provide adequate opportunity for teachers and principals to carry out the demands of their work to ensure student success.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

### **School District**

4/8/2012 - 4/13/2012

### **Introduction**

The Kentucky Department of Education conducted district leadership assessment of Caverna Independent School District during the period of 4/8/2012 - 4/13/2012.

The district leadership assessment team utilized the Standards and Indicators for School Improvement, stakeholder interviews and a portfolio of district records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Janet Hurt, Ph.D. - District Administrator. The other team members were: Sharon Baker-Knight - Building Administrator; Gayle H. Mills - Parent; Deborah Mapp-Embry, Ed.D. - Higher Education Representative; Joy S. Waldrop - District Administrator; Marilyn C. King - Teacher; Carol A. Higdon - Building Administrator; Mike Hurt - District Administrator; Vangie B. Altman - Educational Recovery Specialist.

### **Academic Performance**

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

### **Learning Environment**

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.



## Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

**Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Standard 8:** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

**Standard 9:** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

#### **Standard 1**                      **Curriculum**

#### **Findings For This Standard Are Based On:**

Review of committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, staff development agenda, student handbook, Teaching, Empowering, Leading and Learning Survey results, School Improvement Grant, pacing guides and district policies and procedures

Interviews with classified staff, community members, district leadership, local board of education members, parents, students and teachers

Observations of classrooms, computer lab, media center and outdoor areas

#### **Performance Rating    2**

- 1.1a    There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

District leadership ensured that English language arts teachers district-wide aligned Kentucky Core Academic Standards. District leadership currently is in the final stage of facilitating the alignment of math Kentucky Core Academic Standards. District leadership has not initiated a curriculum alignment process for other content areas (e.g., social studies, science).

- 1.1b    The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

The comprehensive district improvement plan requires district leadership to vertically and horizontally align the curriculum at all grade levels and content areas prior to the 2011-2012 school year. District leadership facilitated two half days for kindergarten through eighth grade teachers to vertically align language arts and math curriculums during the summer of 2011 and during after school meetings at the high school. Teachers who taught in contiguous grade levels collaborated to ensure key curriculum transition points were addressed. Curriculum alignment for math has been completed for grades kindergarten through eight, and high school alignment is in progress.

- 1.1c    The district initiates and facilitates discussions between schools in the district

# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

in order to eliminate unnecessary overlaps and close gaps.

District leadership provided two half day professional development sessions during summer 2011 for kindergarten through eighth grade teachers and after school for high school teachers to facilitate vertical curriculum work.

English/language arts and math teachers in grades eight through twelve met after school on March 13 and 14, 2011, to discuss vertical alignment of the new content standards. District leadership, however, has not established an ongoing process to ensure curricular gaps and unintentional repetitions are identified and eliminated based on emerging data.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Although district leadership facilitated vertical discussions in March 2012 to ensure teachers address key curriculum transition points between contiguous grade levels, a formal ongoing process to ensure teachers regularly discuss key curricular transition points has not been established. Kindergarten through twelfth grade English/language arts teachers and mathematics teachers in middle and elementary collaborated to ensure a smooth curriculum transition from grade to grade and course to course. District leadership established a district leadership team composed of district administrators, school principals, teacher leaders and the Educational Recovery Staff. This team meets monthly to discuss curriculum, assessment and instruction. High school leadership ensures teachers meet in content areas to discuss and align content standards.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

District and school leadership collaborate to provide intentional curriculum connections (e.g., dual credit courses through Western Kentucky University and Campbellsville University, vocational and technical courses) to post-secondary educational opportunities. School leadership provides a college and career readiness fair, and some high school students visit college campuses. District leadership provides WIN Career Readiness software for students in multi-media classes. School leadership ensures the collaborative development of Individual Learning Plans in freshman and senior seminars and in social studies classes for sophomores and juniors. District leadership

# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

relies on school leadership to monitor the completion of Individual Learning Plans.

- 1.1f    There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The Caverna Independent Board of Education adopted policy, Curriculum (08.1), requiring the high school council to determine the curriculum of the school, and the high school council has adopted a Curriculum policy, which ensures the curriculum is aligned with state standards and is appropriate for the instructional needs at Caverna High School. District leadership rarely monitors to ensure the principal has established procedures to fully implement the school council curriculum policy. The district leadership team discusses some curricular and instructional issues and the Director of Curriculum and Instruction attends the high school leadership team meetings, but district leadership seldom monitors to determine if curricular revisions are needed. District leadership has not established a formal process for reviewing and addressing curricular issues.

- 1.1g    The curriculum provides access to a common academic core for all students.

District leadership expects school leadership to develop a high school master schedule that ensures access by all students to the core curriculum but does not formally monitor to ensure this occurs. Special education teachers collaborate with regular education teachers to ensure that students with disabilities are enrolled in common academic core classes. The master schedule is organized to ensure that students who are failing or do not meet benchmarks on assessments are provided academic intervention.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

**Standard 1**      **Curriculum**

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Academic Performance**

#### **Standard 1**      **Curriculum**

District leadership should facilitate the alignment of the curriculum in all content areas and grade levels and courses. The process should include vertical and horizontal alignment to eliminate unintentional repetitions and gaps.

#### Resources:

Carr, J. F. & Harris, D.E. (2001). Succeeding with Standards: Linking Curriculum, Assessment and Action Planning. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

Standards-Based Curriculum Development Manual. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

### **Standard 2                      Classroom Evaluation/Assessment**

#### **Findings For This Standard Are Based On:**

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, Student Performance Level Descriptors, student work, Teaching, Empowering, Leading and Learning Survey results, School Improvement Grant, district policies and procedures and pacing guides

Interviews with community members, district leadership, local board of education members, parents, school leadership, students and teachers

Observations of classrooms and common areas

#### **Performance Rating    2**

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

District leadership facilitated a book study on formative assessment for principals and teachers. Some teacher-designed assessments are aligned with Kentucky content standards (e.g., Kentucky Core Academic Standards, ACT Quality Core standards) and include multiple choice and constructed response questions. School leadership reviews classroom assessments using the guided planning protocol. The high school council adopted an Assessment policy but district leadership has not ensured that the high school principal has established procedures to fully implement the policy. District and school leadership recently conducted their first collaborative classroom walkthrough observations. District leadership provided professional development for teachers regarding the use of formative assessments; however, district leadership seldom monitors to ensure high school classroom assessments are effective and rigorous.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

District leadership provides some ongoing opportunities for teachers to collaborate (e.g., professional learning communities, professional development) in the design of authentic assessments. District leadership, however, rarely collaborates with school leadership and teachers in the

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

### **Standard 2**                      **Classroom Evaluation/Assessment**

### **Performance Rating    2**

design of authentic assessment tasks. District leadership has communicated the expectation to school leadership that assessment tasks should align with appropriate state content standards (e.g., Kentucky Core Content for Assessment, 4.1, Kentucky Core Academic Standards).

- 2.1c    Students can articulate the academic expectations in each class and know what is required to be proficient.

District leadership rarely monitors to determine if high school students know and can articulate the characteristics of proficient work. Most classroom teachers do not display proficient student work in the classroom or common areas.

- 2.1d    Test scores are used to identify curriculum gaps.

District and school leadership disaggregate multiple sources of data (e.g., No Child Left Behind report, Measures of Academic Progress results, ACT and PLAN scores) and the principal presents findings to the high school council and Caverna Independent Board of Education. District and school leadership have not established an ongoing process to ensure teachers use classroom assessment results to identify curriculum gaps.

- 2.1e    Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Although district and school leadership review a variety of data, (e.g., Measures of Academic Progress results, Achieve 3000 reports, Compass Learning results), district leadership rarely monitors to ensure school leadership requires teachers to use multiple sources of student achievement data to drive next steps. High school teachers, however, administer the Measures of Academic Progress test quarterly and use results to place students in response to intervention classes.

- 2.1f    Performance standards are clearly communicated, evident in classrooms and observable in student work.

District leadership has not established a formal process to ensure Student Level Performance Descriptors are clearly communicated, evident in classrooms and observable in high school student work. Learning targets are displayed in most classrooms, but student learning tasks do not always align



# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

**Performance Rating    2**

(e.g., relevant, appropriate depth of knowledge) to the learning target.

- 2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The Caverna Independent Board of Education adopted two policies, Assessment (08.222) and Assessment of Student Progress (02.441), that address test administration and ethics. District leadership ensures the staff administering state assessment participates in annual assessment training. School leadership files training documentation (e.g., dates, staff signatures) in the guidance office. District and school leadership collaborate to develop a testing schedule. Most testing procedures follow state guidelines; however, district leadership does not always house Kentucky Performance Rating for Educational Progress assessment materials in a secure location.

- 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

District leadership communicates the expectation for teachers to analyze assessment data (e.g., formative assessments, student work) and use findings to improve their instructional practices. District leadership uses School Improvement Grant funds to pay stipends so teachers can meet in professional learning communities where they have an opportunity to analyze student work. English/language arts teachers use the Literacy Design Collaborative Model protocol to analyze student work. District leadership rarely monitors instructional practices to determine the extent to which students' needs are met.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Academic Performance**

#### **Standard 2      Classroom Evaluation/Assessment**

District leaders should hold themselves and school leadership accountable for collecting, analyzing, and evaluating assessment data to ensure all programs are meeting the needs of students. District leadership should ensure school leadership facilitates job-embedded professional development activities regarding analyzing formative and summative assessment results and using findings to ensure existing programs and instruction are meeting the needs of individual students.

District leadership should collaborate with school leadership to ensure learning targets are student-friendly and consistently used during instruction. District leadership should ensure classroom assessments are aligned with learning targets and content standards.

District leadership should ensure that all Kentucky Performance Rating for Educational Progress testing materials are secured according to Kentucky assessment guidelines.

#### Resources:

Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision and Curriculum Development. <http://ascd.org>.  
<http://shop.ascd.org/productdisplay.cfm?productid=196214>

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. (1998). Educative Assessment: Designing assessments to inform and improve student performance. San Francisco, CA: Jossey-Bass.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

### **Standard 3**                      **Instruction**

#### **Findings For This Standard Are Based On:**

Review of classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district technology plan, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, professional resource materials, report cards/progress reports, samples of classroom assessments, school mission, belief and vision statements, school newsletter, School Report Card data, Student Performance Level Descriptors, student/parent/staff handbooks, teacher portfolios, Teaching, Empowering, Leading and Learning Survey results, School Improvement Grant, district policies and procedures, district vision and mission statements and pacing guides

Interviews with community members, district leadership, parents, school leadership, students and teachers

Observations of classrooms, common areas and computer lab

### **Performance Rating    2**

- 3.1a    There is evidence that effective and varied instructional strategies are used in all classrooms.

District leadership depends on school leadership to ensure effective instructional practices occur in all high school classrooms. District leadership rarely monitors classroom practices at the high school to determine whether effective instruction occurs. The district leadership team has conducted one collaborative classroom walkthrough observation at the high school. District and school leadership seldom engage in discussions regarding teacher instruction and assessment practices.

- 3.1b    Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

District and school leadership use School Improvement Grant funds to pay high school teachers stipends for meeting weekly in professional learning communities to develop an aligned curriculum system. District leadership facilitated English/language arts curriculum alignment district-wide, but math alignment at the high school is incomplete.

# District Leadership Assessment Summary Report

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### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

### **Standard 3**                      **Instruction**

### **Performance Rating    2**

- 3.1c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

District leadership expects school leadership to monitor classroom instructional practices to ensure instruction is designed to meet the individual needs of all students. School leadership implements guided planning to monitor instruction and assessment practices.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

District leadership posts job openings on the Kentucky REAP Web site (kyreap.net). District leadership participates in the Troops to Teacher program and attends job fairs at Western Kentucky University and Lindsey Wilson College to recruit a diverse teaching staff. District leadership and Lindsey Wilson College collaborate to provide teacher-education students with hands-on experiences, giving district leadership an opportunity to evaluate and recruit high quality potential teaching candidates. District leadership ensures all teachers are appropriately certified. District and school leadership provide some opportunities (e.g., English/Language Arts and Mathematics Teacher Leader Network, ACT Quality Core training) to update teacher content knowledge.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

The Caverna Independent Board of Education adopted the Access to Electronic Media policy (08.2323) and Telecommunications policy (09.4261), addressing the appropriate use of technology by staff and students. District leadership allocates technology funds based on prioritized needs. District leadership has allocated sufficient technology to the high school to enhance instruction and accelerate learning. District leadership has not established a systematic process to determine whether technology is effectively used for instructional purposes.

- 3.1f Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

The Caverna Independent Board of Education adopted policy, Instructional

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

#### **Standard 3**                      **Instruction**

#### **Performance Rating    2**

Resources (08.232), and approved a procedure called Instructional Resources Procedures (08.232.AP.1). District leadership allocates resources (i.e., fiscal, human and physical) to Caverna High School in adherence to program guidelines. The Chief Financial Officer requests that school principals submit a written list of additional needed resources, but some believe that little funding is available and district budgeting is not transparent. District leadership prioritizes these needs before deciding on funding.

- 3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

District leadership has not specifically articulated expectations for teachers to analyze student work. District leadership provides some professional development opportunities (e.g., Measure of Academic Progress, formative assessments) to guide teachers in analyzing student work.

- 3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

The Caverna Independent Board of Education adopted a Homework policy (08.211), but district leadership does not monitor to determine if school leadership has established procedures to effectively implement the policy. The high school council adopted a Homework policy. District leadership rarely engages school leadership in conversation regarding student homework procedures or assignments. High school teachers often assign uncompleted classwork as homework rather than planning homework assignments that intentionally extend student learning or promote practice of learned skills.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Academic Performance**

### **Standard 3**      **Instruction**

District leadership should hold school leadership accountable for ensuring that classroom instruction is rigorous, authentic, research-based and highly effective. District leadership should assist school leadership in supporting instructional improvements. District leadership should be visible in all schools, especially in the low performing high school, devoting time and resources to immediately improving instruction in all classrooms. District leadership should establish a systematic process to monitor the effectiveness of instructional practices.

#### Resources:

Barr, R. & Parrett, W.H. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Parrett, W. H. and Budge, K. M. (2012). Turning High-Poverty Schools into High-Performing Schools. Arlington VA: ASCD

Implementing RTI in Secondary Schools DVD Series. (2010). Two 45 minute DDS with professional development programs. ASCD. Stock #610011N87.

Jensen, E. (2009). Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It. Arlington, VA: ASCD.

Strickland, C. A. (2009). Professional Development for Differentiating Instruction: An ASCD Action Tool. Arlington VA: ASCD.



# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

### **Standard 4**                      **School Culture**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, comprehensive district improvement plan, employee handbooks, facility work orders, Implementation and Impact Checks, master school schedule, report cards/progress reports, safe schools data reports, school council meeting agenda and minutes, school council policies and bylaws, school newsletter, School Report Card data, school visitors register, school Web pages, school/district safety plan, student handbook, student work, trophy cases, yearbooks, Teaching, Empowering, Leading and Learning Survey results and School Improvement Grant

Interviews with classified staff, counselor, district leadership, parents, school leadership, students and teachers

Observations of classrooms and common areas

### **Performance Rating    3**

4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The Caverna Independent Board of Education adopted policy Safety (05.4), ensuring a safe and orderly learning environment. The Caverna Independent Schools Emergency Procedure guide flipchart, which includes plans for evacuations, bomb threats, intruders and lockdowns is posted in all classrooms and in the front office of the high school. Each classroom teacher is provided emergency cards (i.e., red, trouble in room; green, everything okay) to place in windows during a lockdown situation. District leadership recently attended Emergency Management Training provided by Green River Regional Educational Cooperative. Safe School assessments were conducted over the last few years. District leadership used feedback from these assessments to implement changes (e.g., buzzer entries, separated entrances at middle and high school, additional lighting in parking lots, front and back cameras on buses, fencing around electrical units). District leadership provides 30 cameras at the middle school and high school to monitor hallways and common areas. The high school has a weather radio located in the front office. The board of education adopted Grievances policies (09.4281, 03.16, 03.26) for students and certified and classified staff. These policies and procedures are accessible to students, parents and staff in student and employee handbooks. District leadership reviewed results from the Teaching, Empowering, Leading and Learning survey to ascertain information about the high school and to insure a safe and equitable learning environment.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Performance Rating    2**

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Although district leadership espouses high expectations for students, the superintendent has not modeled (e.g., attending high school council meetings, participating in walkthrough observations, being visible in the school and classrooms, attending professional learning community meetings) these same expectations at the persistently low achieving school. District leadership does not have a process for teachers to share successful strategies that impact student learning, but school leadership provides teachers these opportunities through professional learning communities and some common planning times. District and school leadership recognize student and school successes through a variety of forums (e.g., board of education meetings, district Web site, WCLU radio, Rotary Club, Chamber of Commerce, Glasgow Daily Times, One Call, Barren County Progress, Hart County Herald).

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

District leadership reviews new Caverna High School Council policies to ensure they do not supersede board policies; however, district leadership does not conduct ongoing reviews to ensure school council policies are up-to-date and organized (e.g., numbered, table of contents, old policies rescinded). School leadership, however, had school council policies reviewed by an external expert. The Caverna High School council adopted policies (e.g., Curriculum, Instructional Practices, Discipline and Classroom Management), addressing behavior management and instruction. Students receive the Caverna High School Handbook at the beginning of the school year that explains academic and behavioral expectations. District leadership seldom collaborates with school leadership to consistently review or monitor the implementation of classroom management strategies. District leadership expects school leadership to promote a culture of high expectations.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

District leadership sometimes solicits input regarding decisions related to teaching and learning from both certified and classified staff through district

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Performance Rating    2**

committees (e.g., calendar, safety, School Improvement Grant planning).

- 4.1e Teachers recognize and accept their professional role in student success and failure.

District leadership relies on high school leadership to communicate expectations for staff members to accept their professional roles in student success and failure. District leadership does not monitor to ensure that school leadership successfully communicates this expectation. District leadership depends on school leadership to provide opportunities for staff members to reflect on their practices and student achievement. High school leadership, however, provides a variety of settings (e.g., guided planning, professional learning communities, teacher planning time) for teachers to analyze the connection between instructional practices and student success and failure. District leadership does not monitor to ensure these activities improve instructional practices.

- 4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The Caverna Independent Board of Education adopted School Staffing policy (2.4331), and the high school council adopted a Teacher/Student Ratio policy to maintain an effective classroom teacher/student ratio. District leadership does not always monitor to ensure these policies are fully and effectively implemented. District leadership is not involved in developing the high school master schedule; rather, the high school principal and counselor design the master schedule with input from teachers. District leadership rarely assists in the scheduling of certified instructional staff to ensure that teachers are specifically assigned to meet the unique needs of students. District leadership relies on school leadership to ensure the master schedule accommodates individual student needs. School leadership gives consideration to the academic needs of struggling students when developing the master schedule (e.g. math and reading intervention classes, collaborative classes).

- 4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

The Caverna Independent Board of Education adopted a grading policy (8.221) to address the maintenance of detailed, systematic records of student achievement by teachers. In compliance with district policy, high school grade

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

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Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Performance Rating    2**

cards are sent home at the end of each 9-week grading period, and progress reports are sent home at mid-term. School leadership uses One-Call to inform families that graded progress reports are being sent home. The Grading policy does not require written explanations of progress to be included on grade and progress reports. Parents can review student progress, attendance and Individual Learning Plans online through the Infinite Campus Parent Portal.

- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

District leadership does not frequently conduct perception surveys of students, parents and other stakeholder groups to evaluate whether district staff members are perceived to care about students and believe that all students can learn. District and school leadership provide a variety of resources and services (e.g., school nurse, summer school, before and after school tutoring, Novel Star credit recovery, truancy diversion, Pride Time mentoring program, John Baylor Test Prep, ninth grade summer math and reading camp, Back to School Bash, Achieve 3000, Compass Learning) to reduce barriers to learning.

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

District leadership has not established a formal communication plan; however, district and school leadership use a variety of methods (e.g., district Web site, One Call, board of education meetings, Glasgow Daily Times, WCLU radio, Barren County Progress, Hart County Herald, Open House, school marquees) to communicate with parents and community members. The principal e-mails a weekly newsletter to staff members and community leaders. District leadership does not publish a regular newsletter.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

District leadership has not developed formal procedures to celebrate student success, but students are recognized through some means (e.g., district Web site, board of education meetings). School leadership uses a variety of methods (e.g., proficient and distinguished students, end of year awards, College Ready-Who's Next, Student of the Week, Student of the Month, One

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

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Summary Findings in: **Learning Environment**

#### **Standard 4**                      **School Culture**

#### **Performance Rating    2**

Call, school marquee, newspaper articles, recognition for improvement) to recognize student successes. Student art work is showcased at Edmonton State Bank.

- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

District leadership collaborates with some community and government agencies (e.g., Rotary Club, local and state law enforcement, local court system, local emergency management organization) and establishes some programs (e.g., school nurse, truancy diversion) to reduce barriers to student learning. School leadership collaborates with several organizations (e.g., AmeriCorps, Caverna Hospital, Dart Containers, Lindsey Wilson College, Western Kentucky University Glasgow Campus, Campbellsville University, county attorney, Cave City Civitan Club, Bear Wallow Masonic, Leight M. Wilson Foundation) to eliminate barriers to student learning. Some district staff members participate in local community groups and activities (e.g., Rotary Club, Good Ole Days, Heritage Festival). District leadership established the alternative school to support student success. District leadership primarily relies on school leadership to ensure teachers are trained to be responsive to a diverse student population. District leadership organized a book study on formative assessment (Classroom Assessment for Student Learning), and teacher leaders facilitated the sessions during professional learning community meetings. School leadership has conducted book studies (e.g., What Good Teachers Do Differently, I Read It But I Don't Get It, Classroom Instruction That Works, Results Now) and professional development activities (e.g., poverty awareness, collaboration, co-teaching) to increase staff awareness and appreciation of cultural differences. District leadership, however, does not monitor these initiatives to evaluate their impact on student achievement.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

**Standard 4**      **School Culture**

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Learning Environment**

#### **Standard 4**      **School Culture**

District leadership should develop a systematic two-way communication plan that guides written, face-to-face and electronic communication with all stakeholders. The plan should also include specific methods to seek stakeholder input and to demonstrate that all opinions are valued. District leadership should involve representatives from a variety of stakeholder groups in some decisions.

District leadership should foster a culture of high expectations for all staff members and students. These high expectations should be communicated to all stakeholders. District leadership should monitor instructional practices to ensure a high level of academic rigor. District and school leadership should hold themselves and all staff members accountable for creating and sustaining a culture of high expectations.

#### Resources:

Dufour, R. & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington, IN: National Educational Services, co publisher Association for Supervision and Curriculum Development.

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

#### **Standard 5                      Student, Family and Community Support**

#### **Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district technology plan, documentation of referrals to health and social services, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Implementation and Impact Checks, media materials and inventory, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school newsletter, school visitors register, student work, trophy cases, yearbooks, Teaching, Empowering, Leading and Learning Survey results and School Improvement Grant

Interviews with classified staff, community members, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, students and teachers

Observations of classrooms, common areas, computer lab and hallways

#### **Performance Rating    **3****

- 5.1e    The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The Caverna Independent Board of Education adopted three policies: Guidance (0.814); Release of Students and Student Information to Parents (09.12311); Student Records (09.14) that address the maintenance, security and quality of student records. Student records are housed in locked filing cabinets in the high school guidance office. District and school leadership maintain student information (e.g., grades, behavior incidents, attendance) in the Infinite Campus software program. Parents can access their child's records via the Infinite Campus Parent Portal. School leadership offers additional assistance to parents using the One Call System. The guidance counselor and special education teacher monitor the completion of student Individual Learning Plans.



# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

### **Performance Rating    2**

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

District leadership expects school leadership to garner support and assistance from some stakeholders to provide programs and services. High school leadership collaborates with several groups (e.g., Youth Services Center, Parent Teacher Student Organization) to promote programs and services. High school leadership supports a variety of activities and resources (e.g., parent-teacher conferences, Summer Parent Entertainment Night, Teen Court, Make a Difference Day, Back to School Bash, Open House, Cave City Clean Up, Street Fair, Summer Camp) to connect the school with families, business leaders and community members. The Youth Services Center staff partners with a variety of community organizations (e.g., Caverna Hospital, Cave City Chamber of Commerce, Barren and Hart County Judicial Systems) to meet student and family needs to reduce barriers to learning. Although high school leadership established the "Pride Time" mentoring program, district leadership has not established a systematic process to ensure all students have parent or adult advocates. District leadership works closely with the Hart County and Barren County court systems, and district and school leadership provides several programs (e.g., Novel Star credit recovery, truancy diversion) to improve attendance and reduce drop-outs. District leadership recognizes community and school personnel (e.g., Friends of Education, Community Service Award, Employee Appreciation Award) at monthly board of education meetings. District leadership rarely involves parents and community members in decision-making regarding challenges that impede building and sustaining district capacity.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

District leadership does not systematically monitor to ensure all high school students receive needed programs and services. Rather, district leadership relies on school leadership to ensure students are provided appropriate access to services. The Youth Services Center staff provides services (e.g., New and Expecting Parenting Classes, Family Reading Night, referral for health and social needs) to remove barriers impeding student learning. School leadership provides before and after school tutoring and a summer

# District Leadership Assessment Summary Report

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### School District

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Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

### **Performance Rating    2**

school program to accelerate student learning. District leadership developed a technology plan and collaborates with school leadership regarding technology implementation and needs. School leadership ensures all students have access to guidance services (e.g., scholarship and college application assistance, College and Career Readiness Day, Western Kentucky University Financial Aid workshop). The Caverna Independent Board of Education adopted the Equal Educational Opportunities policy (09.13) to ensure all students have equal access to academic core classes, but district leadership does not systematically monitor to ensure this policy is fully implemented. District leadership monitors state and federal fund allocations to ensure compliance with program guidelines.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

District and school leadership provide opportunities (e.g., Career and Technical Education, Student Technology Leadership Program, Glasgow Vocational and Technical classes, Thoughtful Education) and technology resources (e.g., SMART Boards, Activ-vote Clicker system, Nooks, IPADS, John Baylor Test Preparation) to actively engage students in learning. The Caverna Independent Board of Education adopted the Student Welfare and Wellness Policy (09.2), making health and safety a priority. District and school leadership address student health and social needs through referrals from Youth Services Center staff, the guidance counselor and the district-wide school nurse. High school leadership implements a variety of student support systems (e.g., math and reading intervention classes, Pride Time mentoring program). School leadership reviews data from a variety of sources (e.g., EXPLORE, PLAN and ACT results, Measures of Academic Progress results, No Child Left Behind report) to identify student learning needs. District leadership primarily relies on school leadership to match teacher strengths to student needs when creating the master schedule and assign teaching and non-teaching positions. The Caverna High School council adopted the 2012-2013 master schedule that provides teachers with collaborative planning time. The Youth Services Center staff provides necessities (e.g., food, clothing) to students, parents and families. High school teachers received some training (e.g., poverty awareness, collaboration, co-teaching) to help them understand the impact of cultural and socio-economic differences on student learning.

- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

## **District Leadership Assessment Summary Report**

### **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

**Performance Rating    2**

Some services (e.g., summer school, before and after school tutoring, math and reading intervention classes, Achieve 3000, Compass Learning) are provided at the high school to assist students who need more time to master the core content standards, but district leadership does not formally monitor the impact of these services on student achievement. District leadership expects school leadership to review programs and identify additional needed services. District leadership has not developed a systematic procedure to facilitate collaboration to eliminate gaps in the delivery of programs and services.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Learning Environment**

#### **Standard 5      Student, Family and Community Support**

District leadership should ensure high school leadership establishes an ongoing process to make certain math and reading intervention classes are highly effective and are accelerating student learning at an acceptable pace.

District and school leadership should collaboratively develop a process to ensure all community and school services and programs are integrated to maximize benefits to parents, families and students.

#### Resources:

Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association.

Marzano, R. (2003). What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

National PTA. (2004). National Standards for Parent/Community Involvement Programs. Chicago, IL: Author.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

#### **Standard 6**                      **Professional Growth, Development, and Evaluation**

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, comprehensive district improvement plan, curriculum documents, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Implementation and Impact Checks, individual professional growth plans, master school schedule, professional development records, school council policies and bylaws and staff development agenda

Interviews with district leadership, school leadership and teachers

Observations of classrooms and common areas

#### **Performance Rating    3**

- 6.1b    The school has an intentional plan for building instructional capacity through on-going professional development.

District and high school leadership engaged in formal discussions and designed the multi-year Caverna High School professional development plan during the development of the School Improvement Grant. District leadership informally discusses high school and district professional growth needs in a variety of venues (e.g., school leadership team meetings, district administrative meetings, guided planning meetings). Most district and school professional development activities scaffold learning from year to year (e.g., Kentucky Core Academic Standards roll-out, Thoughtful Education, formative assessment) and are job-embedded (e.g., professional learning communities, book studies).

- 6.1e    Professional development is on-going and job-embedded.

Most district and school professional development activities scaffold learning from year to year (e.g., Kentucky Core Academic Standards roll-out, Thoughtful Education, formative assessment) and are job-embedded (e.g., professional learning communities, book studies, ACT Quality Core training).

- 6.1f    Professional development planning shows a direct connection to an analysis of student achievement data.

District and school leadership collaborated to develop the School Improvement Grant plan, increasing the probability that proposed professional development activities will support district and school student learning goals

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

**Standard 6** **Professional Growth, Development, and Evaluation**

**Performance Rating 3**

and address learning gaps for students eligible for free or reduced lunch. The superintendent relies on district and high school leadership to revise professional development plans when needed. Most collaboration among district and high school leadership occurs through informal conversations, school leadership team meetings and district administrative meetings.

6.2a The school/district provides a clearly defined evaluation process.

The Caverna Independent Board of Education adopted two policies, Certified Evaluation (03.18) and Classified Evaluation (03.28), to guide the evaluation process, and district leadership established procedures to implement these policies. The board of education approved the plans on June 29, 2010. Kentucky Department of Education approval was granted on July 1, 2010, certifying all state requirements for the evaluation of personnel are addressed.

6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

The School Improvement Grant plan identifies some instructional leadership needs (e.g., lack of leadership capacity, maximizing the evaluation process) at the district and high school level. Some strategies (e.g., establishing a leadership team, establishing professional learning communities, participation in the Instructional Support Leadership Network) to address these needs are outlined in the School Improvement Grant action plan and the comprehensive district improvement plan. District and high school administrators earn the required number of Effective Instructional Leadership Act hours.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

#### **Standard 6**                      **Professional Growth, Development, and Evaluation**

#### **Performance Rating    2**

- 6.1a    There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

District leadership has not developed a systematic process to ensure professional development is available to meet the instructional and leadership growth needs of every employee in the district. District and school leadership planned many professional development activities during the development of the School Improvement grant. Since the development of the School Improvement Grant, most professional growth needs have been discussed informally in various settings (e.g., school leadership team meetings, district administrative meetings, guided planning meetings). District leadership tracks the number of professional development hours earned by certified staff members to ensure each has obtained the minimum number of required hours, but district leadership does not evaluate the impact from these activities to determine the extent to which they improve instructional capacity and student achievement.

- 6.1c    Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

District leadership relies on the high school principal to intentionally align professional development priorities with student performance goals in the district and school improvement plans and individual professional growth plan goals of teachers. District and high school leadership collaborated to design and develop School Improvement Grant professional development activities. District leadership, however, depends on the high school principal to ensure that professional development activities address teacher individual professional growth goals.

- 6.1d    Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

District leadership monitors the extent to which School Improvement Grant professional development activities are implemented. District leadership conducted Implementation and Impact Checks to confirm that district improvement strategies have been accomplished. District leadership, however, does not specifically monitor to determine the extent to which professional learning impacts teaching practices and student learning.



# District Leadership Assessment Summary Report

## Caverna Independent

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Summary Findings in: **Learning Environment**

#### **Standard 6**                      **Professional Growth, Development, and Evaluation**

#### **Performance Rating    2**

- 6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The Caverna Independent Board of Education adopted three policies called Professional Development (03.19), School Staffing (02.4331) and Instructional Resources (08.232) to guide the allocations of resources. District leadership adheres to policy requirements and provides some additional resources (e.g., staff, professional development funds). Although district and high school leadership informally collaborate during some meetings (e.g., school leadership team, district administrative), district leadership has not established formal systems to determine the extent to which allocated resources meet identified student needs or individual professional growth needs.

- 6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The superintendent collaborates individually with certified district staff members and the high school principal during summative evaluation conferences to discuss strengths and areas of growth to be addressed in individual professional growth plans. Some individual Professional Growth Plan goals focus on accomplishing existing job responsibilities rather than identifying individual professional growth needs and establishing goals to build leadership capacity. District leadership informally monitors high school leadership to ensure the completion of all individual professional growth plans but not specifically to determine whether plans are designed to produce intended results and are fully and effectively implemented.

- 6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

District leadership monitors high school leadership to ensure the completion of formative and summative teacher evaluations but does not formally monitor to ensure school leadership provides timely and meaningful feedback to staff members throughout the school year. District and high school leadership engage in conversations regarding staff members who may benefit from additional resources, including corrective action. District leadership, however, does not formally monitor to verify that high school leadership implements and revises individual professional growth plans to ensure individual growth needs are addressed or that the evaluation process results in positive change

# District Leadership Assessment Summary Report

## Caverna Independent

School District

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Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    2**

in teacher behaviors and practices.

## District Leadership Assessment Summary Report

### Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    1**

6.2d    Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

District leadership ensures all administrators attend certified evaluation training as required to implement the evaluation process. The Kentucky Department of Education approved the evaluation plan on July 1, 2010, certifying it meets all state requirements. The certified evaluation plan requires a minimum of two formal observations annually for non-tenured personnel and requires tenured personnel to be formally evaluated every three years. The superintendent does not adhere to the Kentucky Department of Education approved Caverna Independent School Certified Evaluation Plan or board policies related to annual evaluations of all administrators. The superintendent does not house certified evaluations in an organized and secured manner. The plan provides opportunities for coaching and feedback; however, district leadership does not monitor or evaluate results to determine the extent to which the evaluation process impacts student learning and teaching practices.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Learning Environment**

#### **Standard 6      Professional Growth, Development, and Evaluation**

District leadership should develop a formal process to monitor the extent to which professional development activities impact teacher practices and student performance. The ongoing process should include regular and frequent monitoring of high school instruction through a variety of methods (e.g., classroom walkthrough observations, guided planning, lesson plan reviews) to ensure high levels of instructional capacity. This process should ensure skills and knowledge acquired through professional development activities are effectively implemented and evaluated to determine impact on student achievement. District and school leadership should provide the ongoing support and follow-up necessary to meet the individual needs of staff members.

The superintendent should adhere to the Kentucky Department of Education approved Caverna Independent Certified Evaluation Plan and all board policies related to certified evaluations. All administrators should be evaluated annually in compliance with board policies and state regulations. Personnel evaluations should be organized and housed in a secure location.

#### Resources:

Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development.

Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

### **Standard 7**                      **Leadership**

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, classroom assignments, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, professional development records, records of teacher certification/experience, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, school/district safety plan, student handbook, student/parent/staff handbooks, Teaching, Empowering, Leading and Learning Survey results, School Improvement Grant, policies and procedures and district Web site

Interviews with classified staff, community members, district leadership, local board of education members, parents, school leadership, students and teachers

Observations of classrooms, common areas and outdoor areas

### **Performance Rating    3**

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The Caverna Independent Board of Education adopted an Assessment of Student Progress (SBDM) policy (02.441), requiring school leadership to annually review state student assessment data and use findings to adopt, modify or revise school improvement strategies. The high school principal reports monthly to the Caverna Independent Board of Education about student achievement data. District leadership also provides monthly reports to the board concerning student achievement data, programs and initiatives. District leadership conducts several administrative meetings throughout the school year to engage in some discussions regarding district initiatives (e.g., classroom walkthrough observations, district-wide curriculum). A district administrator, primarily funded through School Improvement Grant funds, has been assigned to assist high school leadership improve student achievement. The Caverna Independent Board of Education routinely recognizes achievements of students at monthly board meetings.

7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    3**

District leadership ensures teachers have copies of the aligned district English/language arts and math curriculum documents. District leadership organized district-wide vertical curriculum alignment meetings to ensure English/language arts and math teachers had input into the development of aligned district curriculum documents. Teacher representatives from Caverna High School attend English/Language Arts and Mathematics Teacher Leader Network meetings to learn about new content standards (e.g., ACT Quality Core standards, Kentucky Core Academic Standards). The Director of Curriculum and Instruction meets with these teachers following English/Language Arts and Mathematics Teacher Leaders Network meetings to discuss how information will be disseminated to high school teachers during weekly professional learning community meetings. District leadership relies on teacher leaders to train high school teachers to use the aligned curriculum documents during professional learning community meetings.

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The Caverna Independent Board of Education adopted a Safety policy (5.4), and district leadership developed procedures (e.g., Safety Plans and Procedures, Schools Emergency Response Plan) to ensure a safe, orderly and equitable environment for students and staff. District leadership recently attended Emergency Management Training provided by the Green River Regional Educational Cooperative. District leadership had an external organization conduct safety assessments and used feedback to improve school safety (e.g., buzzer entries, separated entrances at middle and high school, additional lighting in parking lots, front and back cameras on buses, fencing around electrical units). District leadership relies on school leadership to conduct appropriate safety drills. Caverna High School leadership implements district safety plans and procedures.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    2**

7.1a    Leadership has developed and sustained a shared vision.

District leadership developed vision and mission statements in 2005. A variety of stakeholders (e.g., parents, district leadership, principals) participated in the process. In 2006, the superintendent and the Caverna Independent Board of Education revisited the vision and mission statements, but made no revisions. Although a district vision statement is included in the employee handbook and the Caverna Independent Board of Education Policy Manual, it is not the vision formally adopted by the Caverna Independent Board of Education in 2005. The district vision is not prominently displayed in public areas or in district central offices or published on the district Web site. Although the superintendent references the schools' vision and mission statements at some meetings, he does not intentionally reference the district vision during decision-making at board meetings or district and school leadership meetings.

7.1c    There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

The superintendent does not complete all administrator annual evaluations in compliance with the Kentucky Department of Education approved Caverna Independent School District Certified Evaluation Plan and board policy. During the summative evaluation conference the superintendent usually collaborates with each administrator to develop individual professional growth plans. Some individual professional growth goals, objectives and strategies derive from job responsibilities rather than being strategically designed to foster the individual leadership capacity of each administrator. The superintendent reviews individual professional growth plans during the annual summative evaluation conferences.

7.1d    There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

During the development of the School Improvement Grant plan in 2010, the analysis team examined data from a variety of sources (e.g., No Child Left Behind report, Interim Performance Report). The analysis team used disaggregated student achievement data to identify differences in student achievement and to establish school improvement goals during turnaround



# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    2**

training for the persistently low achieving high school. The Director of Curriculum and Instruction serves on the school leadership team and is involved in their data reviews. District leadership analyzes a variety of data but has not specifically designed comprehensive school improvement strategies to address the learning needs of students eligible for free and reduced lunches.

- 7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The Caverna Independent Board of Education adopted policy, School Staffing (SBDM) 02.4331, requiring the allocation of staff to adhere to state law. In addition, the board adopted policy, Budget Planning and Adoption (04.1) requiring the budget be based on educational needs of students and future revenue projections. The superintendent bases allocations for additional resources (i.e., human, fiscal and physical) on information gathered informally rather than using findings from quantitative data analyses or conducting a thorough needs assessment. District leadership reviews student assessment results and non-cognitive data, but does not systematically monitor the use of district and high school resources to measure their impact on student learning goals. The superintendent has not created the infrastructure necessary to nurture the leadership capacity of district administrators, high school leadership or high school teachers as a mechanism to sustain continuous school improvement at Caverna High School. The superintendent has failed to establish a professional culture that promotes honest, two-way dialogue among school leadership, district leadership and the superintendent, contributing to an environment of fear and distrust which impedes continuous school improvement.

- 7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The superintendent has not embraced his role as the educational leader of the district or held himself accountable for increasing district and school capacity. The superintendent generally assumes a spectator role and depends on district administrators to provide appropriate assistance to high school leadership. He relies on the high school principal to ensure organizational structures and instructional practices are effective enough to advance student learning. The superintendent has not modeled the behaviors

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

#### **Performance Rating    2**

he expects certified and classified staff to exhibit. He is rarely visible at the high school and does not fully participate or accept his role in the processes necessary to improve district and high school capacity. The superintendent has assigned himself few responsibilities while his district administrators are responsible for an overabundance of jobs. The superintendent's leadership does not consistently nurture a positive working environment at the district office and at the high school. His leadership style primarily is hands-off and uninvolved. The superintendent does not implement the administrator evaluation and growth plan process in compliance with state statutes and regulations, and he has not maximized the process through ongoing monitoring and constructive and meaningful feedback to all administrators. The superintendent does not nurture leadership capacity in district or high school administrators. He and each administrator discuss individual professional growth plans during annual summative evaluation conferences, but he does not engage administrators in ongoing conversations providing meaningful, specific feedback about their progress toward reaching individual professional growth goals. The superintendent does not consistently prepare district and school leaders to advance and sustain district and school capacity. The superintendent fails to demonstrate the leadership necessary to build positive professional relationships with all employees. The superintendent has not established a climate of trust, transparency and fairness for the district to reach and sustain high levels of capacity. The superintendent has not established an atmosphere that fosters honest and open dialogue where employees feel at ease to approach him with feedback, comments, questions or concerns.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    1**

- 7.1f    Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The superintendent relies on school leadership to ensure instructional time is protected and maximized and primarily considers it a school leadership responsibility. District leadership does not monitor to ensure the high school principal has established procedures to fully implement the high school council policy, Protection of Instructional Time. District leadership conducted classroom walkthrough observations once this school year and informally discussed a variety of issues noted by members of the leadership team; however, district leadership does not monitor to ensure instructional time is maximized.

- 7.1i    Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

District leadership reviews new Caverna High School council policies to ensure they do not supersede district policies. District leadership seldom reviews high school council policies and by-laws or meeting minutes and agendas to provide feedback or to ensure an unwavering focus on advancing student achievement. District leadership does not attend high school council meetings to provide guidance in policy development, data analysis or decision-making. The Caverna Independent Board of Education adopted the School Council Policies (SBDM) policy (02.4241), requiring school councils to adopt all mandated policies. This policy also requires school councils to submit policies to the superintendent for review prior to final adoption.

- 7.1j    There is evidence that the SBDM council has an intentional focus on student academic performance.

District leadership does not attend school council meetings to ensure a focus on student achievement.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 7**                **Leadership**

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Efficiency**

#### **Standard 7**      **Leadership**

District leadership should monitor to ensure the high school principal establishes and fully and effectively implements procedures to protect instructional time.

The superintendent should assign a district liaison to attend Caverna High School council meetings to provide guidance and assistance. This liaison should routinely review high school council policies and assist the high school council in developing a schedule and procedures to regularly revisit, revise or rescind school council policies. The liaison should assist school leadership in revising policies that lack clarity or are insufficient to aggressively improve instructional practices and accelerate student learning.

The superintendent should embrace his role as the instructional leader of the district and hold himself accountable for increasing district and school capacity. The superintendent should model the behaviors he expects certified and classified staff to exhibit. He should regularly visit classes in the persistently low achieving high school and actively participate in high school improvement strategies including attending some professional development activities, conducting walkthrough observations and attending debriefing sessions and participating in professional learning community meetings. The superintendent should demonstrate his commitment to improved instructional capacity and increased student achievement by modeling high expectations and holding himself accountable for the achievement of all students in the district.

The superintendent should build positive professional relationships with all district and school certified and classified staff to promote a professional culture united through a common vision and built on trust. The superintendent should model the same behaviors that he expects his staff members to demonstrate.

The superintendent, in collaboration with the Caverna Independent Board of Education and high school leadership, should design and articulate a formal plan to increase student achievement and instructional capacity and to sustain progress beyond the tenure of the School Improvement Grant.

#### Resources:

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision & Curriculum Development.

Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

### **Standard 8                      School Organization and Fiscal Resources**

#### **Findings For This Standard Are Based On:**

Review of district budget and allocations, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, master school schedule, needs assessment data, professional development records, professional resource materials, safe schools data reports, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, student/parent/staff handbooks, student/teacher ratio, Teaching, Empowering, Leading and Learning Survey results, School Improvement Grant, district policies and procedures, Certified and Classifieds Evaluation Plans, administrator evaluations and Individual Professional Growth Plans

Interviews with classified staff, community members, district leadership, local board of education members, parents, school leadership and teachers

Observations of classrooms, common areas, computer lab, media center and outdoor areas

#### **Performance Rating    2**

- 8.1a    There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The Chief Financial Officer requests the high school principal provide a list of additional resources needed. District leadership reviews and prioritizes requests. District leadership monitors allocated resources and expenditures as required by state and federal program regulations. District and school leadership occasionally discuss organizational structures, but rarely for the purpose of determining whether resources are having the intended impact on instructional practices and student achievement. District leadership informally reviews high school organizational structures but the superintendent takes a hands-off approach and allows the high school principal and the school council to make the majority of decisions.

- 8.1b    The master class schedule reflects all students have access to all the curriculum.

District leadership expects school leadership to ensure that a sufficient number of core curriculum classes are available for all students. District leadership also expects school leadership to develop a high school master schedule that ensures all students have access to core curriculum courses,

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

#### **Standard 8**                      **School Organization and Fiscal Resources**

#### **Performance Rating    2**

but district leadership seldom reviews or evaluates the master schedule and student schedules to confirm classes are offered or that all students are enrolled. District leadership uses the Caverna Independent district staffing allocation formula approved by Kentucky Department of Education. District leadership allocates staff members to Caverna High School in excess of the formula requirement.

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

District leadership is not involved in developing the high school master schedule. District and high school leadership occasionally discuss the assignment of staff to positions. District leadership, however, expects the principal to ensure that all teaching and non-teaching staff are assigned to their positions based on the unique needs of students and strengths of staff members.

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

District and school leadership conducted one round of district-wide classroom walkthrough observations this year, but not specifically for the purpose of evaluating the use of instructional time. Although the superintendent attended walkthrough observations at the middle school, he did not participate in the walkthrough observation at the persistently low achieving high school. District leadership attends some school leadership team meetings and engages in some conversations regarding the efficient and effective use of instructional time. District leadership does not routinely evaluate the use of resources (i.e., human, physical and fiscal) to determine whether allocated resources have improved classroom practices and student achievement.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

District leadership facilitated vertical planning for English/language arts and math teachers to vertically align the district curriculum. District leadership expects school leadership to facilitate horizontal planning for high school



# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

#### **Standard 8**                      **School Organization and Fiscal Resources**

#### **Performance Rating    2**

teachers. District leadership designated three English/language arts and three math teachers to attend Instructional Leadership Network Meetings to learn about the new Kentucky Academic Core Standards. These six teachers are responsible for disseminating the information during weekly professional learning community meetings. District leadership occasionally attends professional learning community meetings.

- 8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The Caverna Independent Board of Education adopted policy, School Staffing (SBDM, 02.4331), requiring district leadership to adhere to state law when allocating staff. The board also adopted a policy, Budget Planning and Adoption (04.1), that requires the budget to be based on the educational needs of students and revenue projections. District leadership reviews and prioritizes requests from high school leadership for additional resources. Most state and federal program allocations are based on program guidelines and other allocations are based on revenue and projected enrollment. The Caverna Independent School District approved an administrative procedure, Budget Implementation (04.11 AP.1), and adopted policy, School Budget and Purchasing (SBDM, 02.4242), to provide direction for expending and monitoring allocated funds. District leadership rarely analyzes the impact from expenditures to formally determine the degree to which they achieve intended results.

- 8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

As part of the budget development process, district leadership allocates discretionary funds to provide additional staff to the high school. District leadership does not use quantitative data to review and prioritize these requests before deciding whether they will be funded. District leadership has provided some additional resources (e.g., staff, professional development funds, textbook funds) to meet specific needs at Caverna High School.

- 8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

## District Leadership Assessment Summary Report

### Caverna Independent

#### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 8**                      **School Organization and Fiscal Resources**

**Performance Rating    2**

The Caverna Independent Board of Education expects district leadership to identify school and district needs and recommend budget expenditures that will advance student learning; however, the board does not require district leadership to provide evidence of impact. District leadership uses School Improvement Grant funds to provide additional resources to the persistently low performing high school as required by program guidelines. District funding allocation provides alignment among district improvement priorities in the comprehensive district improvement, 30-60-90 and School Improvement Grant plans and proposed expenditures adhere to fund source guidelines. The Chief Financial Officer requires the principal to submit a list of additional resources needed at the high school.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

District leadership allocates most categorical and federal funds based on program guidelines and student enrollment. District leadership allocates staff to the high school beyond the Caverna Independent district staffing allocation formula approved by Kentucky Department of Education. District leadership typically bases additional staff allocations to the high school on the number of teachers needed to provide required and elective courses. District leadership has not established formal procedures to assess categorical and federal program effectiveness. District leadership integrates funds from some sources (e.g., professional development, safe schools, general fund) to ensure specific needs (e.g., alternative school, staff salaries, high school professional development funds) are addressed.

# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 8**      **School Organization and Fiscal Resources**

**Performance Rating**    **1**

8.1f    The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

District leadership does not assist Caverna High School leadership in designing a master schedule that maximizes instructional time.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 8**      **School Organization and Fiscal Resources**

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Efficiency**

#### **Standard 8      School Organization and Fiscal Resources**

District leadership should require the principal to strategically assign teachers to positions to maximize their strengths. The principal should be held accountable for ensuring staff strengths are matched to student needs.

District leadership should require the Caverna High School principal to provide findings from data analysis to support additional resource and staff requests. District leadership should require the principal to report quantifiable data to demonstrate progress made from the use of resources. District leadership should establish and communicate budgeting procedures that are transparent and anchored in findings from data analyses.

#### Resources:

Bernhardt, V. L. (2006). Using Data to Improve Student Learning in School Districts. Larchmont, NY: Eye on Education.

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School Leadership That Works: From Research To Results. Alexandria, VA: Association for Supervision and Curriculum Development.

Plecki, M.L. & Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, NY: Eye on Education.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Findings For This Standard Are Based On:**

Review of committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district technology plan, employee handbooks, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, school mission, belief and vision statements, school newsletter, student handbook, Teaching, Empowering, Leading and Learning Survey results, School Improvement Grant and district policies and procedures

Interviews with classified staff, district leadership, local board of education members, parents, school council members, school leadership and teachers

Observations of classrooms and common areas

### **Performance Rating    3**

#### 9.2b    The school/district uses data for school improvement planning.

District leadership reviewed student achievement data (e.g., Interim Progress Report, No Child Left Behind report, EXPLORE, PLAN and ACT scores, Reading Plus results, Carnegie Math reports, Western Kentucky University Placement Test results) and 2010 Leadership Assessment findings to establish the annual goals in the comprehensive district improvement plan and the School Improvement Grant.

#### 9.4b    The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

District leadership established one clear and measureable district improvement goal that focuses on increasing student learning and academic performance in the comprehensive district improvement plan. District and school leadership established several clear and measureable School Improvement Grant goals during the two week turnaround training for the identified persistently low achieving high school that focused on instructional effectiveness and improving student achievement.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Performance Rating    2**

- 9.1a    There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

In 2005, the district administrative team (i.e., district administrators, certified staff, school principals) developed the district vision, "Upon graduating from Caverna Independent Schools, all students will possess the skills, knowledge, and abilities to succeed as productive members of society," and mission, "Caverna Independent Schools will work cooperatively with all stakeholders to ensure academic success for all students, while respecting diversity and promoting lifelong learning," statements. District leadership shared the vision and mission statements publicly at a board of education meeting. District leadership revisited the vision and mission statements in 2006, but the board made no revisions. The vision statement published in the Caverna Independent Board of Education Policy Manual and in the staff handbook is not the one officially approved by the Caverna Independent Board of Education in 2005.

- 9.2a    There is evidence the school/district planning process involves collecting, managing and analyzing data.

District leadership reviewed a variety of data (e.g., Interim Progress Report, No Child Left Behind report) to identify priority needs and establish the comprehensive district improvement goal (Academic Performance). During this process, district leadership did not consider findings from analyses of classroom assessment results or student work. District leadership collaborated with high school leadership to analyze a variety of student performance data (e.g., Interim Progress Report, No Child Left Behind report, EXPLORE, PLAN and ACT results, Reading Plus scores, Carnegie Math reports, Western Kentucky University Placement Test results, non-academic data) and used findings to develop annual School Improvement Grant goals, quarterly benchmarks and action components.

- 9.3a    School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

Although the comprehensive district improvement planning committee (analysis team) included specific instructional strategies (e.g., walkthrough observations, formative and summative assessments, pacing guides) in the

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Performance Rating    2**

comprehensive district improvement plan, the committee did not intentionally conduct a literature review or select research-based strategies. The planning committee ensured the alignment of the district improvement plan to the Kentucky Core Academic Standards and ACT Quality Core standards.

9.3b The school/district analyzes their students' unique learning needs.

School leadership presents a variety of data (e.g., No Child Left Behind, Interim Performance Report, ACT report) at monthly board of education and administrative meetings. District improvement goals are broad and encompass all students. The goals and improvement activities do not specifically focus on the learning gaps of students who qualify for free or reduced lunch.

9.3c The desired results for student learning are defined.

District leadership did not establish benchmarks to measure incremental progress toward reaching the comprehensive district improvement goal 1 (i.e., 100% of students will perform at the Proficient/Distinguished levels in Reading and Math) but did design quarterly benchmarks in the School Improvement Grant. Although district leadership conducted comprehensive district improvement plan Implementation and Impact Checks, the process primarily involved checking for implementation. Although district leadership frequently monitors implementation of School Improvement Grant activities, the process does not evaluate to determine the extent to which strategies produced desired results.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

District leadership created an analysis team in May 2010. The team collaborated, collected and analyzed data (e.g., Kentucky Core Content Test, No Child Left Behind report, Carnegie Math scores, Reading Plus results, non-cognitive data), but district leadership did not use findings to determine school and district organizational and instructional effectiveness. School leadership regularly presents test results to the Caverna Independent School Board following the release of state assessment data; however, district leadership has not established a systematic process to determine the effectiveness of district resources (i.e., human, fiscal and physical) provided to Caverna High School.



# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Performance Rating    2**

- 9.5a    The action steps for school improvement are aligned with the school improvement goals and objectives.

Although many district improvement activities have the potential to increase student achievement, some (e.g., provide support to the schools in training their staff for the new implementation of program reviews, place an intentional focus on supporting the schools in their effort to write common, student-friendly learning targets for math and reading) are vague and fail to provide sufficient direction to improve instructional capacity or student learning. District and high school improvement goals, objectives and action components generally are aligned. Several district improvement activities are not research-based (e.g., maintain a Web site for teachers, monitor writing policies to ensure components are present) and are insufficient to achieve improvement objectives.

- 9.5b    The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

The timelines for the 2011-2012 comprehensive district improvement plan activities are not always realistic. Most ending dates for activities in the School Improvement Grant are staggered over multiple years, and several end in 2013. District leadership frequently did not identify the amount of funding necessary to effectively implement all comprehensive district improvement activities and the funding source for each activity is not identified. The person responsible for ensuring the implementation of the only component (Academic Performance) is identified in the comprehensive district improvement plan.

- 9.5c    The means for evaluating the effectiveness of the improvement plan are established.

Although district leadership did not articulate a process to evaluate the effectiveness of the comprehensive district improvement plan, an Implementation and Impact Check was conducted and findings were reported to the Caverna Independent Board of Education on March 8, 2012. District leadership made most determinations of effectiveness based on implementation and completion rather than on data analyses. District leadership reviews School Improvement Grant activities monthly and determines the status of implementation, but does not analyze a variety of

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Performance Rating    2**

data to determine the impact from these activities. District leadership reports monthly to the Caverna Independent Board of Education regarding the implementation of strategies and activities in the 30-60-90 day, School Improvement Grant and comprehensive district improvement plans. The Caverna Independent Board of Education requires school leadership to report monthly regarding a variety of topics (e.g., state test results, student recognitions and celebrations, sports).

- 9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Although district leadership has not formally adopted belief statements, Caverna Independent School District improvement strategies are aligned with district vision and mission statements. Some district improvement action steps in the 30-60-90 day comprehensive district improvement and School Improvement Grant plans have the potential to advance student achievement and improve teacher capacity.

- 9.6a The plan is implemented as developed.

District leadership provides some support (e.g., administrative team planning committee meetings, professional development) to implement district and school and improvement plans. Although district leadership allocated funds, some district plan activities have yet to be implemented. Some district staff members are aware of the plan but have not been involved in its development. District leadership completed an Implementation and Impact Check to monitor the implementation but not to measure the impact of initiatives on instructional practices and student achievement.

- 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

District leadership primarily relies on data (e.g., Interim Performance Report, No Child Left Behind report, ACT scores) presented by the high school principal at board meetings and administrative team meetings to evaluate the effectiveness of district improvement strategies. District leadership conducted an Implementation and Impact Check to verify that some activities (e.g. professional learning communities, distribution of professional reading materials) occurred, but district leadership has not analyzed data to determine

# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

### **Standard 9                      Comprehensive and Effective Planning**

#### **Performance Rating    2**

the impact from school improvement activities on student learning. District leadership expects school leadership to monitor the implementation and impact of school improvement strategies.

- 9.6c    The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

District leadership analyzed various data (e.g., Interim Performance Report, No Child Left Behind report, ACT data) to develop district improvement activities. District leadership rarely uses findings from data analyses to measure the impact from improvement activities on student achievement. Some district leadership participated in the only district-wide classroom walkthrough observations that occurred at the high school this year, but these and other findings have not been used to determine the extent to which district improvement activities have impacted classroom practices.

- 9.6d    There is evidence of attempts to sustain the commitment to continuous improvement.

District leadership developed the 2011-2012 comprehensive district improvement plan, which was approved by the Caverna Independent Board of Education in March 2011. The improvement plan includes one goal (Academic Performance) and activities accompanied by timelines. District leadership did not establish benchmarks to measure incremental progress toward meeting the district improvement goal. District leadership completed an Implementation and Impact Check to monitor the implementation of improvement activities. District leadership typically updates the improvement plan annually. District and school leadership created the School Improvement Grant goals in May 2010. District leadership monitors the implementation of School Improvement Grant activities monthly to determine the extent to which they are accomplished; however, district leadership does not routinely evaluate to guide modifications and determine the extent to which school improvement goals are attained.

# **District Leadership Assessment Summary Report**

## **Caverna Independent**

**School District**

4/8/2012 - 4/13/2012

Summary Findings in: **Efficiency**

**Standard 9**                      **Comprehensive and Effective Planning**

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

Summary of recommendations in: **Efficiency**

#### **Standard 9      Comprehensive and Effective Planning**

District leadership should review district improvement plans to ensure they are current and include essential components (e.g., monitoring and evaluation procedures, research-based, measurable activities and strategies). District leadership should establish and use incremental benchmarks to measure progress toward reaching district improvement goals. School improvement activities should be proven to yield improvements in teacher instructional capacity and increase student achievement in districts of similar size and demographics. The superintendent and the Caverna Independent Board of Education should require frequent and regular progress reports based on quantifiable data.

District leadership should revisit and revise the comprehensive district improvement plan goal to ensure it is based on achievable expectations. Goals should be established to close the achievement gaps for students who qualify for all subgroups at the high school.

#### Resources:

Loucks-Horsley, S. & Stiles, K. E. (2001). Leading Everyday. Thousand Oaks, CA:Corwin Press.

Plecki, M.L.& Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, N.Y.: Eye on Education.

Preuss, P. G. (2003). School Leader's Guide to Root Cause Analysis. Larchmont, NY: Eye on Education.

## **District Leadership Assessment Summary Report**

### **Caverna Independent**

#### **School District**

4/8/2012 - 4/13/2012

#### **Summary of Next Steps:**

The Caverna Independent Board of Education should identify and require the superintendent to participate in professional development to learn how to build an effective organizational culture. The board of education should ensure the superintendent implements the tenets of an effective organization (e.g., trust, honesty, fairness, equity, transparency) and collaboratively works with district and high school leadership teams to build a culture of trust and openness where all members of the district and high school leadership teams have a voice and their input and opinions are respected.

The Caverna Board of Education should require the superintendent to establish professional relationships with employees and hold him accountable for ensuring all district and school leaders and staff members support each other and conduct themselves professionally. The superintendent should attend professional development activities regarding the essential characteristics of establishing and sustaining positive and productive professional working relationships and nurture those same relationships among others. The superintendent should diligently work to establish such relationships and treat all employees equitably, respectfully and honestly. His behaviors should set the tone for a positive environment, modeling professional mannerisms conducive to establishing a high level of collegiality.

The superintendent should collaborate with district and high school leadership to determine how the district will sustain the support currently provided through School Improvement Grant funds. The superintendent should actively participate in the instructional work of the district and collaboratively develop plans to build capacity at district and school levels beyond the tenure of the School Improvement Grant. The superintendent should keep the board of education informed of plans to sustain school improvement and seek their input and approval.

The superintendent should collaborate with district and high school leadership to develop systems to monitor and quantifiably measure the impact of all resources (i.e., human, fiscal and physical) on instructional effectiveness and student learning. The Caverna Independent Board of Education should require regular updates, accompanied with findings from quantitative data analyses to determine whether resource allocations will be continued, modified or eliminated. The superintendent should ensure that all program directors and the high school principal have systems established to continuously monitor and evaluate results from programs, staff and resources.

The superintendent should fully and consistently implement all aspects of the certified evaluation process. The superintendent should view the evaluation process as a critical component to individual professional growth and engage in ongoing and meaningful conversations with all administrators. The superintendent should view the evaluation process as ongoing rather than as an annual requirement. The superintendent should engage in cycles of continuous monitoring, coaching and providing specific and meaningful feedback to assist district leaders and the high school principal in improving and refining leadership skills necessary to build capacity for leading and supporting critical district and school change.

# District Leadership Assessment Summary Report

## Caverna Independent

### School District

4/8/2012 - 4/13/2012

### **In Conclusion:**

The members of the Caverna Independent District Leadership Assessment Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does not have the ability to manage the intervention of Caverna High School.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the leadership assessment reports for Caverna Independent School District and Caverna High School.

Superintendent, Caverna Independent Schools

\_\_\_\_\_ Date: \_\_\_\_\_

# District Leadership Assessment Summary Report

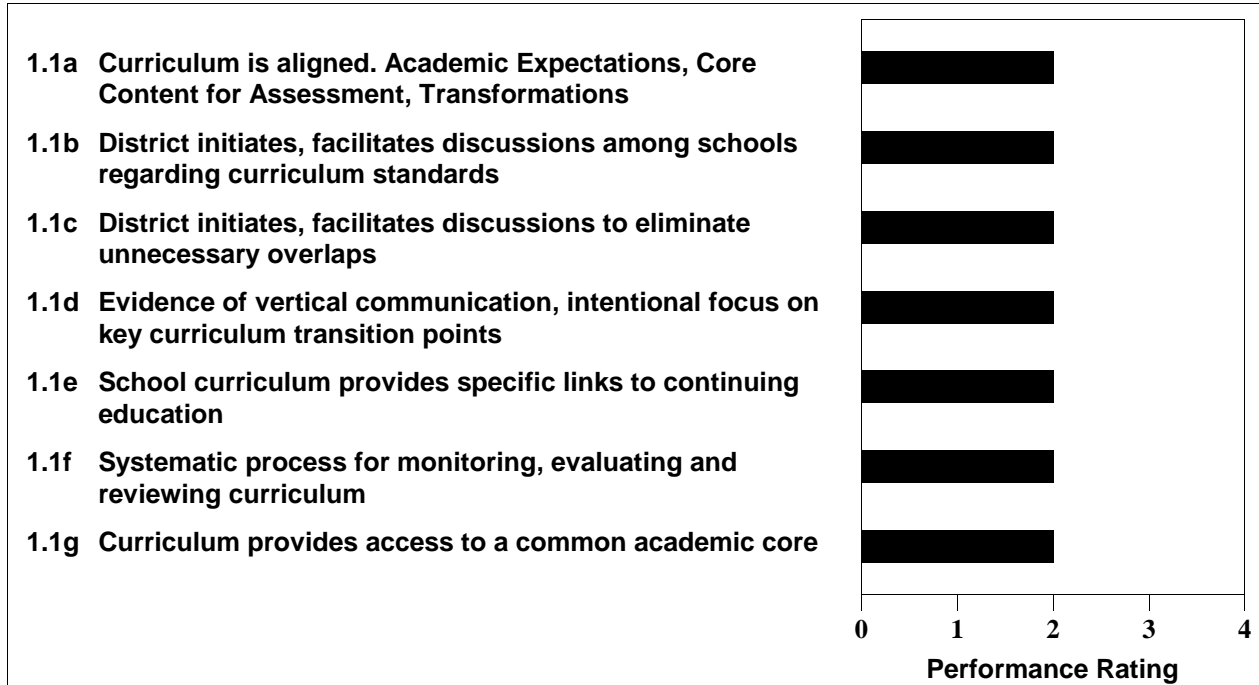
## Caverna Independent

School District

4/8/2012 - 4/13/2012

### 1.1 Curriculum

### Academic Performance





# District Leadership Assessment Summary Report

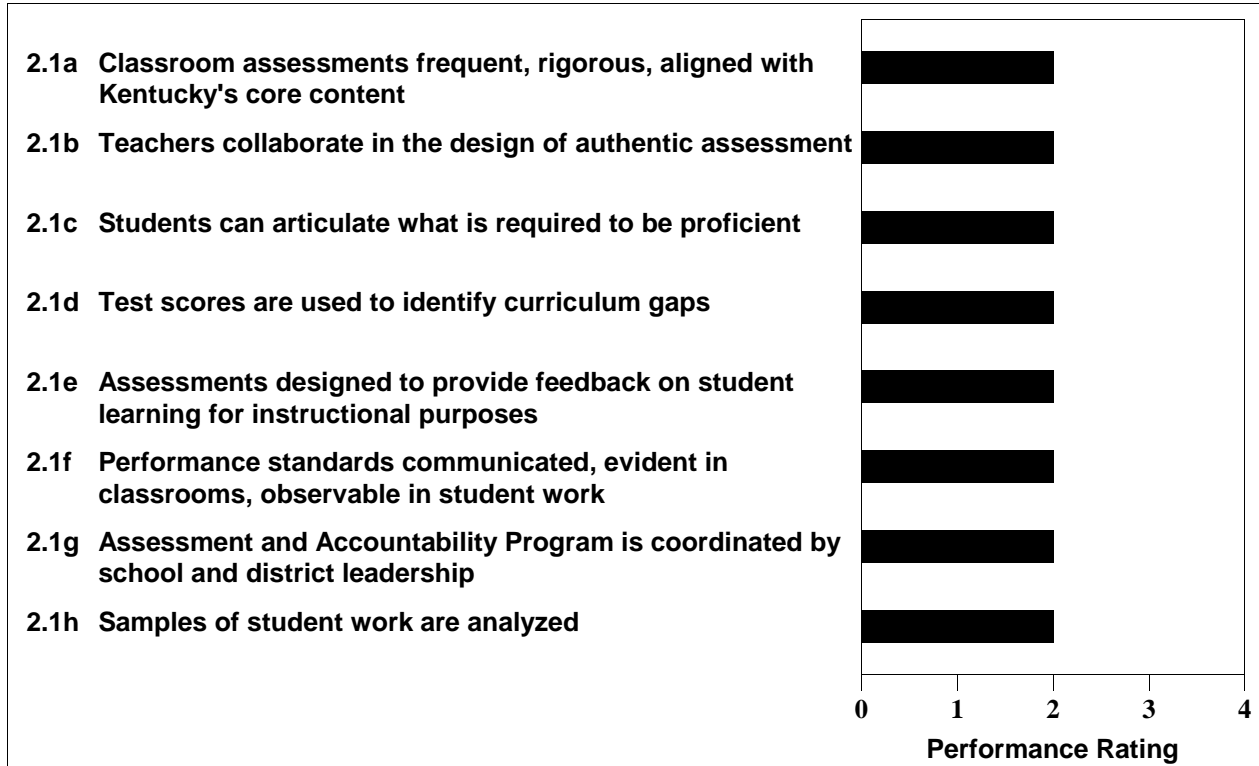
## Caverna Independent

School District

4/8/2012 - 4/13/2012

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



## District Leadership Assessment Summary Report

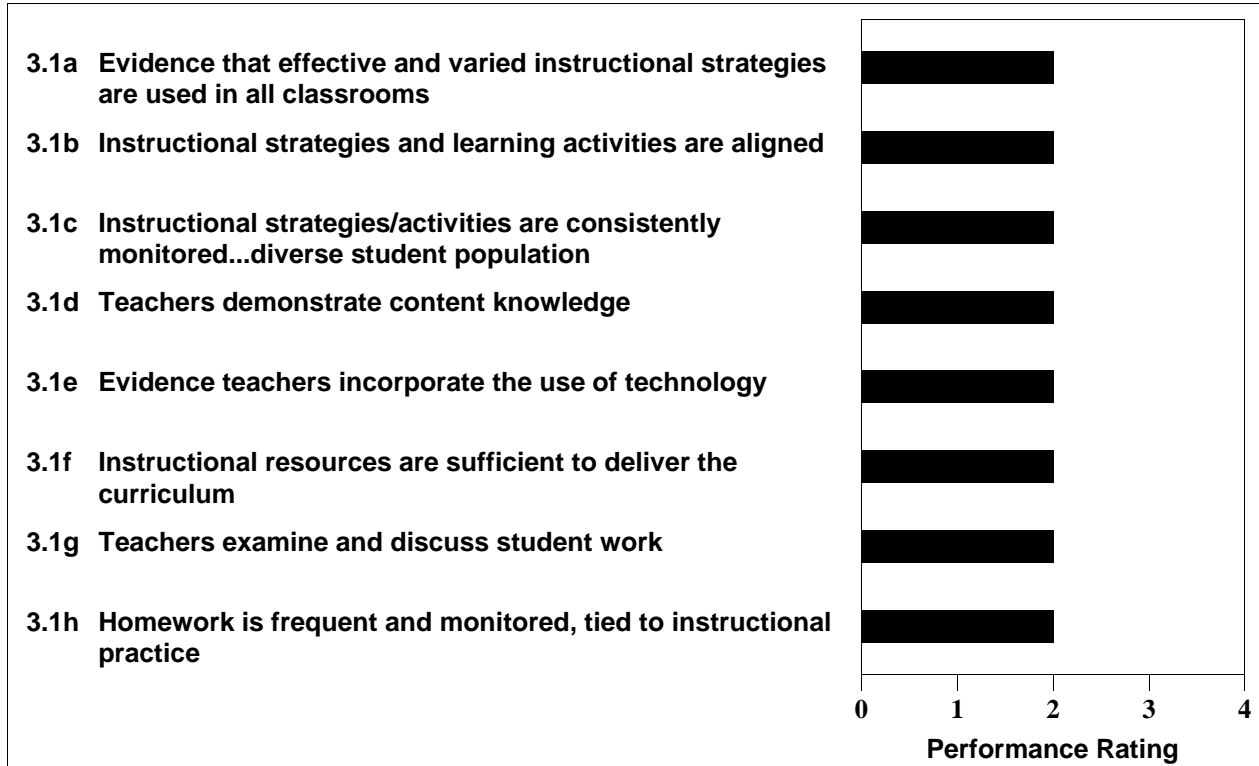
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 3.1 Instruction

#### Academic Performance



## District Leadership Assessment Summary Report

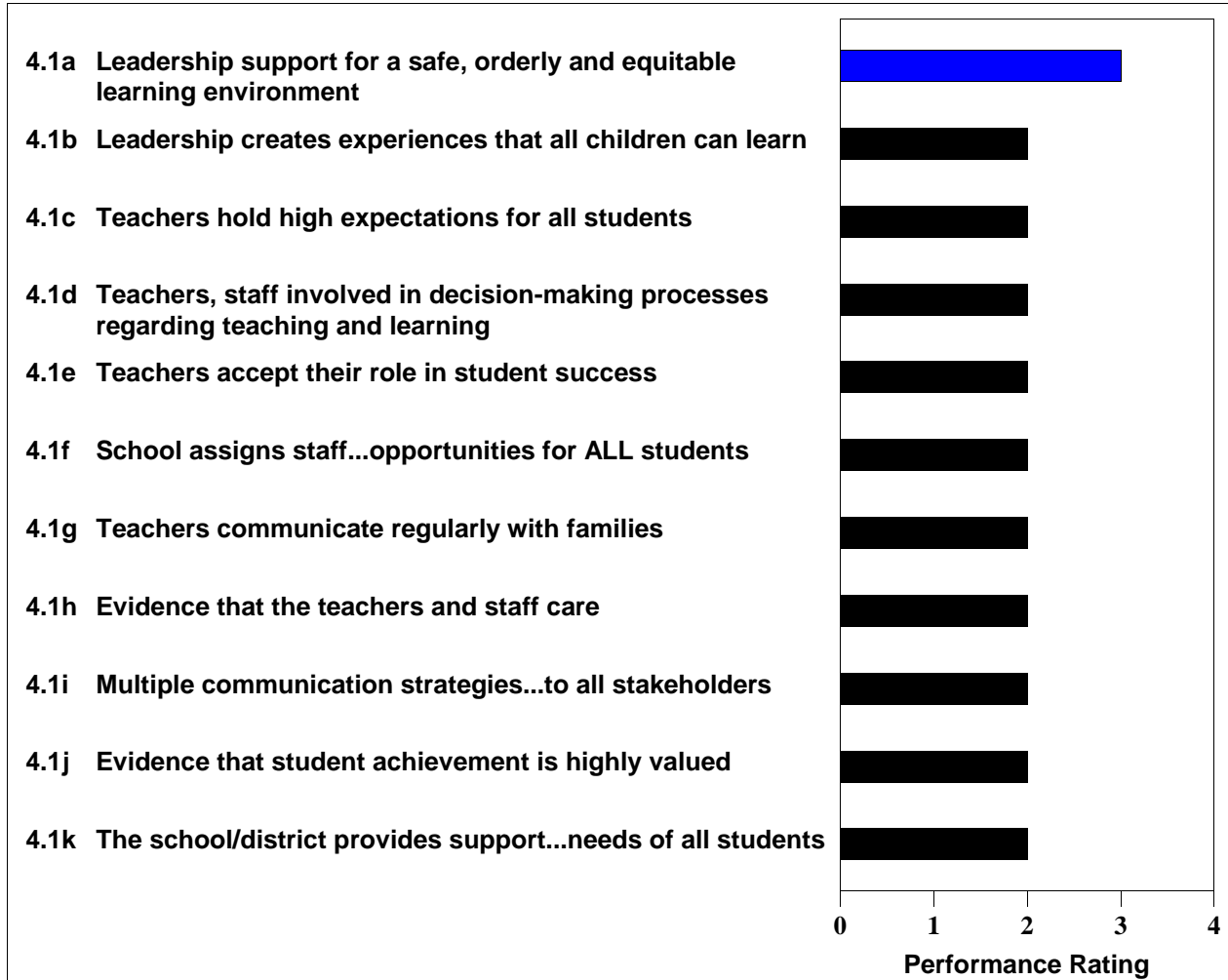
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 4.1 School Culture

#### Learning Environment



## District Leadership Assessment Summary Report

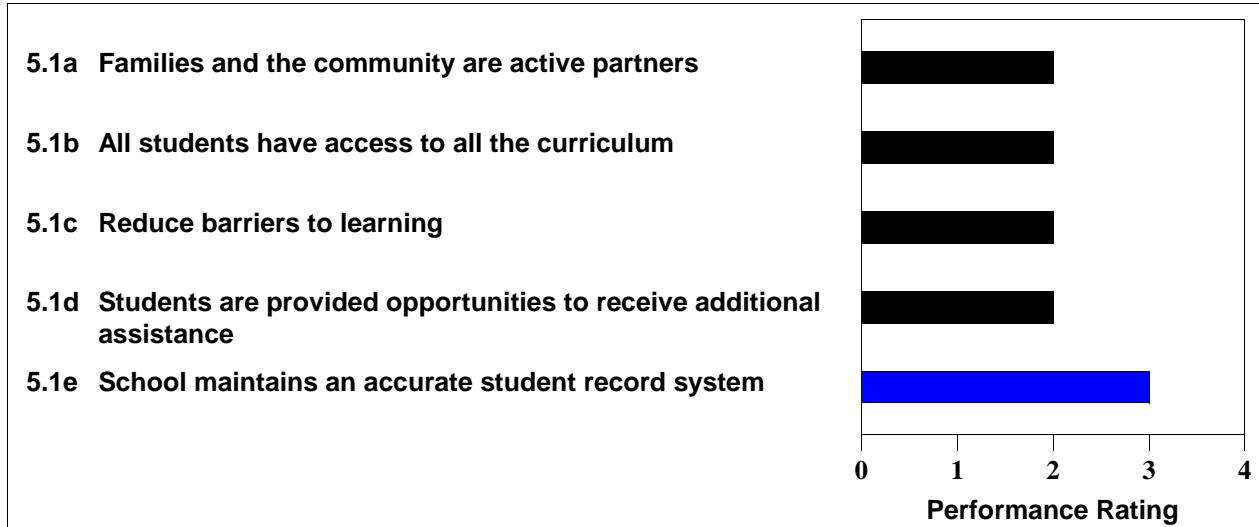
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 5.1 Student, Family and Community Support

#### Learning Environment



# District Leadership Assessment Summary Report

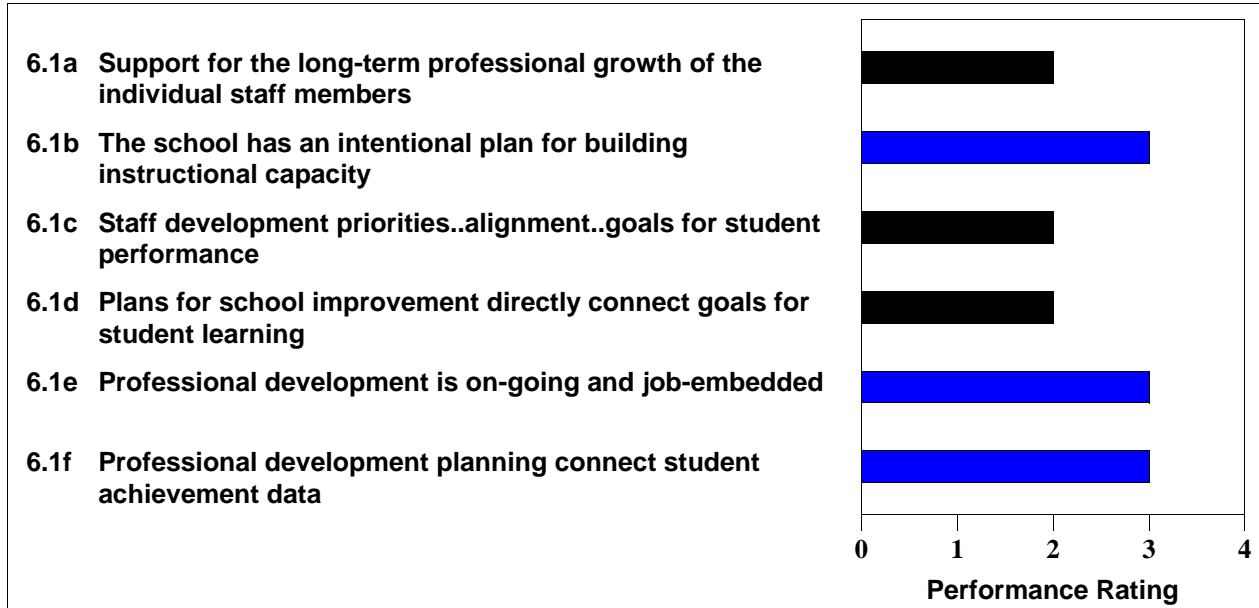
## Caverna Independent

School District

4/8/2012 - 4/13/2012

### 6.1 Professional Development

### Learning Environment



## District Leadership Assessment Summary Report

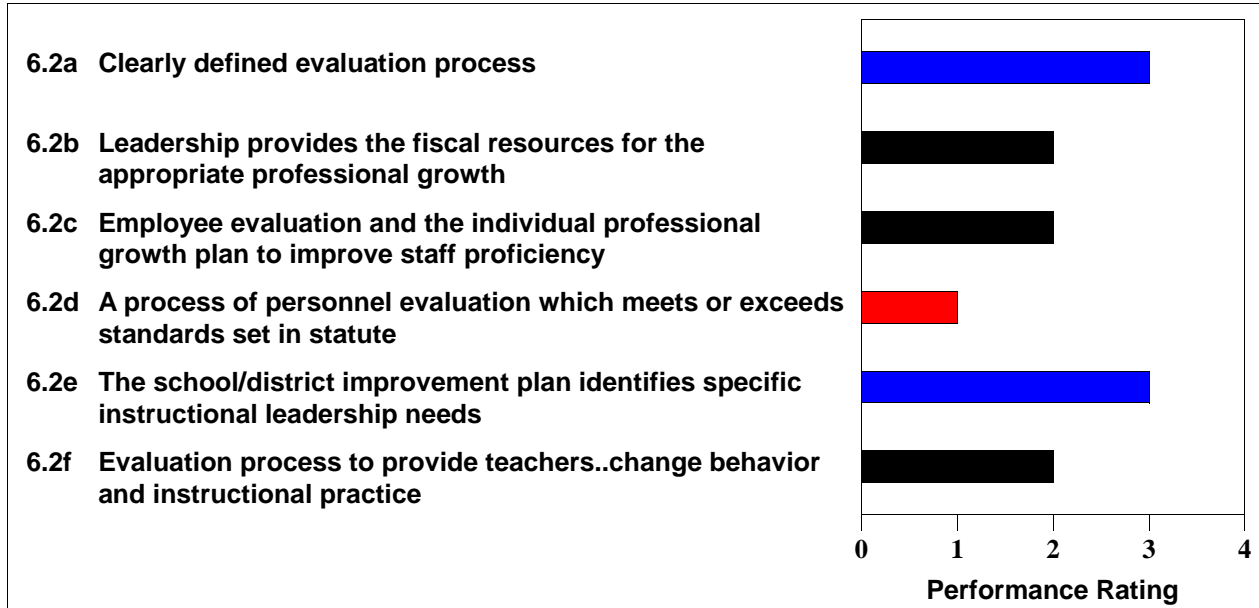
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 6.2 Professional Growth and Evaluation

#### Learning Environment



## District Leadership Assessment Summary Report

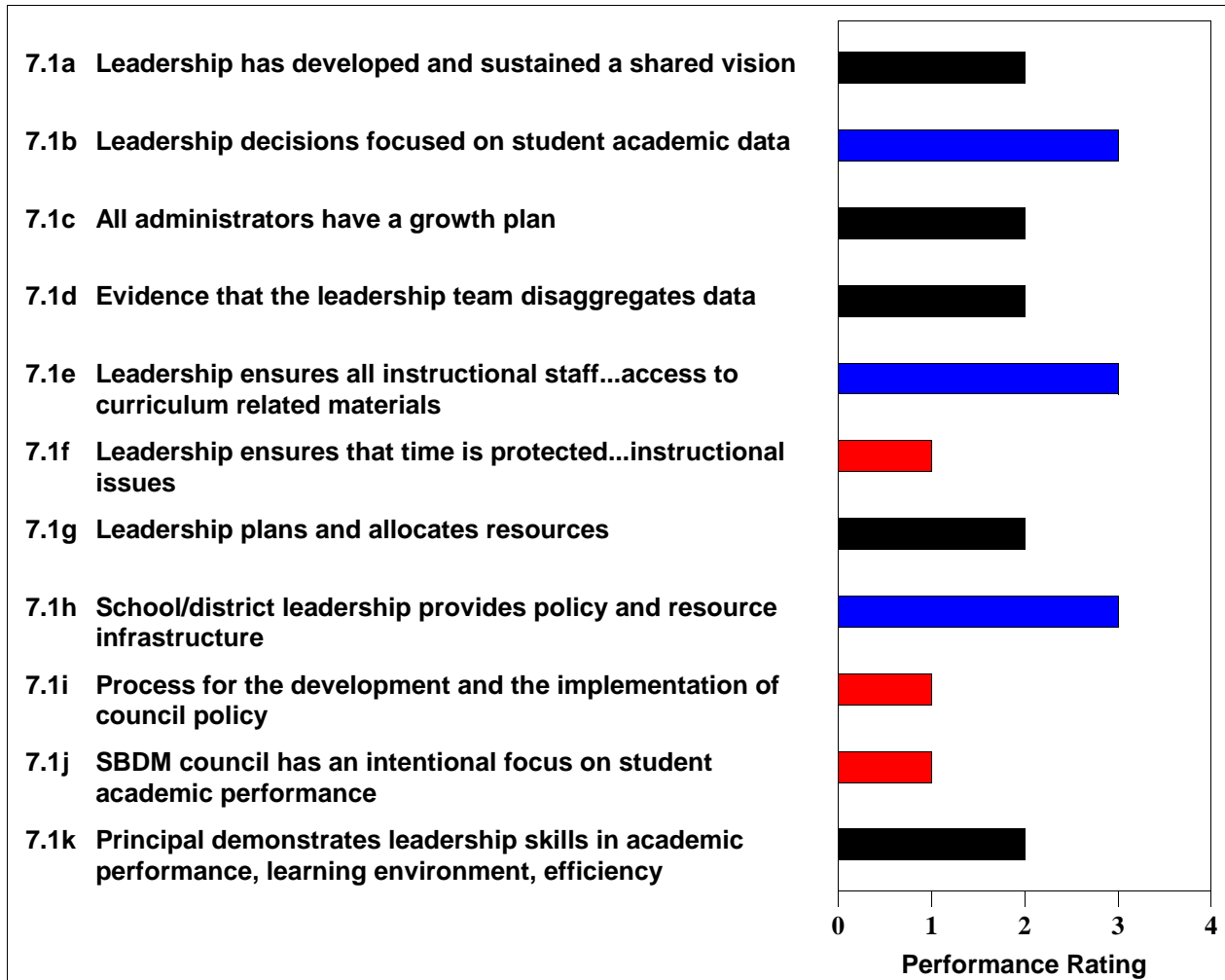
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 7.1 Leadership

Efficiency



## District Leadership Assessment Summary Report

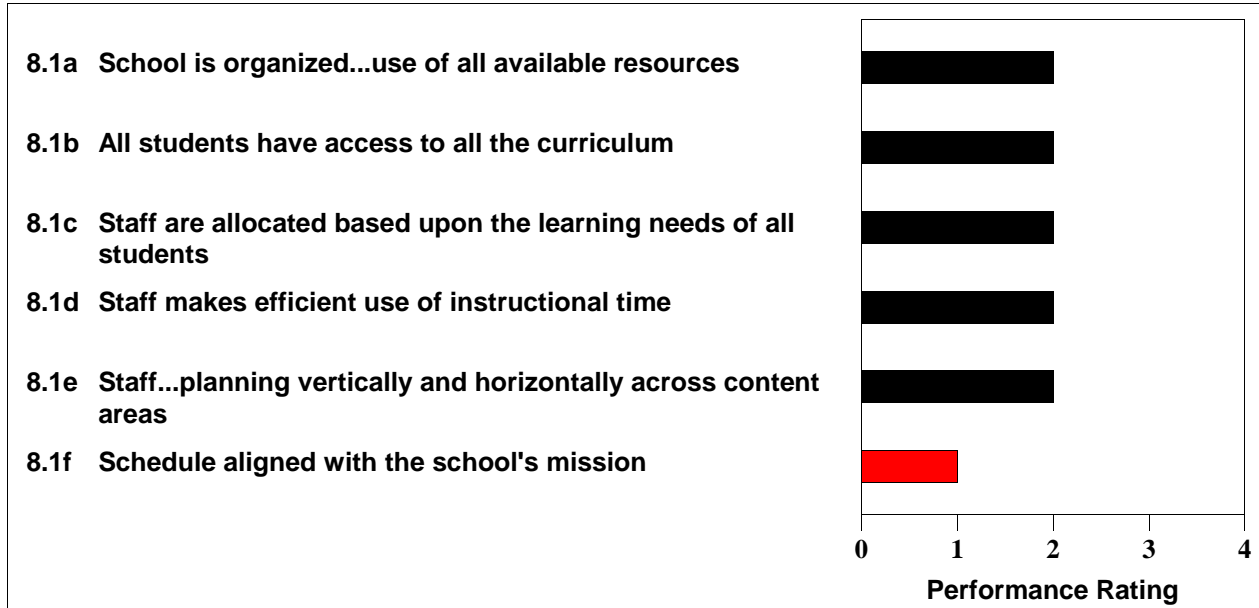
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 8.1 Organization of the School

#### Efficiency





## District Leadership Assessment Summary Report

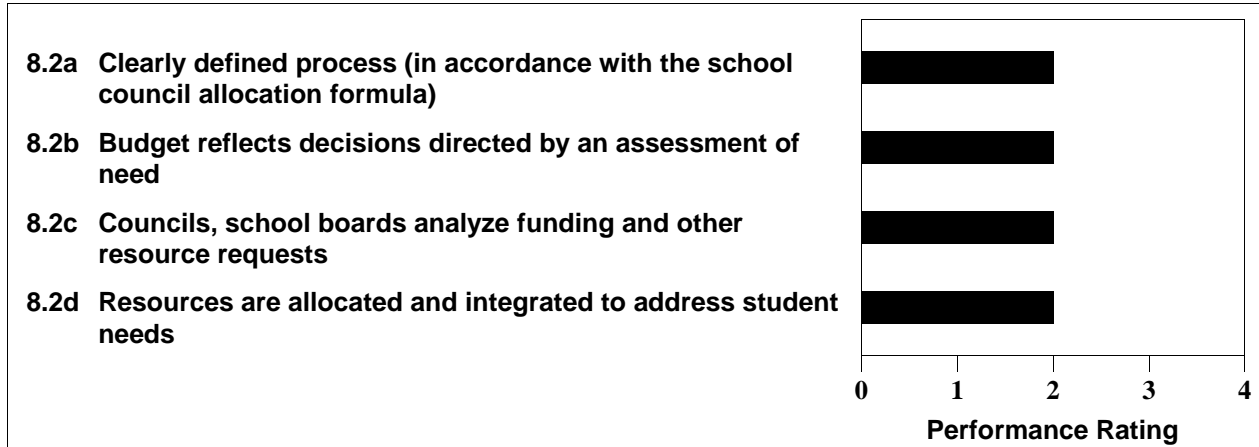
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 8.2 Resource Allocation and Integration

Efficiency



# District Leadership Assessment Summary Report

## Caverna Independent

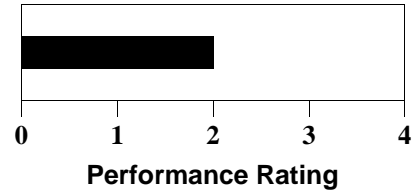
School District

4/8/2012 - 4/13/2012

### 9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



## District Leadership Assessment Summary Report

### Caverna Independent

School District

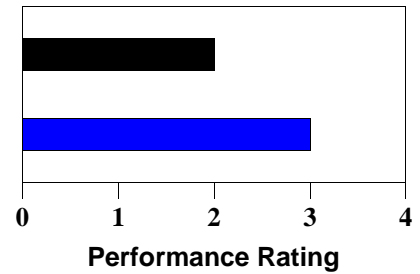
4/8/2012 - 4/13/2012

#### 9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning



# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

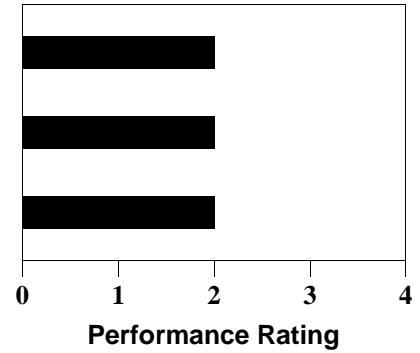
### 9.3 Defining Desired Results for Student Learning

Efficiency

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



# District Leadership Assessment Summary Report

## Caverna Independent

School District

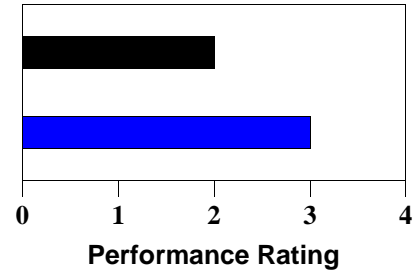
4/8/2012 - 4/13/2012

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



## District Leadership Assessment Summary Report

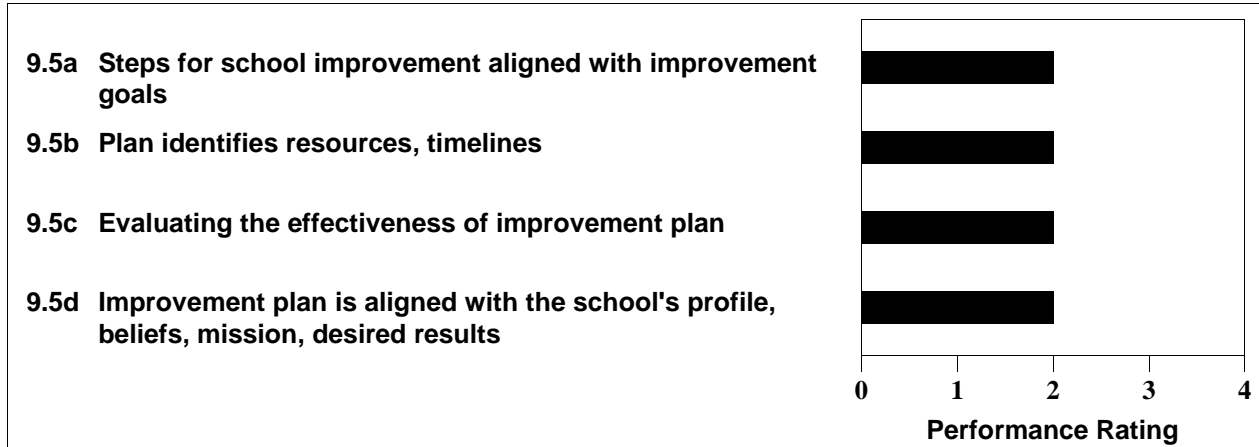
### Caverna Independent

School District

4/8/2012 - 4/13/2012

#### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Caverna Independent

School District

4/8/2012 - 4/13/2012

### 9.6 Implementation and Documentation

Efficiency

